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ABSTRACT

Presented are curriculum guidelines for teaching severely and profoundly retarded students, including students with physical handicaps. In addition to a listing of aims and objectives (such as that the student should analyze the need for space for himself and others), guidelines are provided for the following areas: awareness (of such stimuli as noises and colors), motor skills for the cerebral palsied (including taking a slow, deep breath and holding it), stages of walking, behavior modification, ocular motor coordination, rhythm therapy (such as marching with music), and swimming (including a section on swimming skills for the multiply involved physically handicapped). (CL)

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REVIEW
The American Association for the Education of the Severely/Profoundly Handicapped

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CURRICULUM GUIDELINES

FOR TEACHING PROFOUND AND SEVERELY RETARDED STUDENTS

(I.Q. UNDER 40)

INCLUDING THOSE WITH PHYSICAL HANDICAPS

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Curriculum Guidelines

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AIMS:

The student should be aware of himself as a physical person.

The student should be aware of himself and others as a social person.

The student should be aware of himself and others emotionally.

The student should increase his ability to think.

The student should react favorably to himself and what he can do.

The student should cooperate with his teachers' efforts to increase his ability to successfully control his body.

The student should interact in a positive manner with his peers.

The student should be able to remember simple progressions from day to day.

The student should be able to react to a variety in learning forms to increase his ability to move, think and feel.

OBJECTIVES:

The student should:

engage in movement activities designed to develop his body,

move to music,

be able to select appropriate movement for various desired results,

practice movement patterns with two or more students,

adjust his movement to accommodate that of others,

analyze the need for space for himself and others,

examine his own reactions to pleasant and bad physical sensations,

project his own reactions and identify those of others,

examine his own reactions to events and emotions of others,

project these reactions and identify similar reactions of others,

take part in activities designed to present problems to him,

react to successful and unsuccessful problem solving appropriately,

comprehend how others react to his successful and unsuccessful problem solving,

comprehend how he reacts to others successful and unsuccessful problem solving,

comprehend how others react to their own successful and unsuccessful problem solving,

participate in developmental movements and patterns of increasing difficulty until he is unable to progress further,

incorporate ability to do achieved skills in the acquiring of more difficult ones.

AWARENESS

The student should:

experience touch with objects of varying shapes, sizes, textures,

respond to manipulation of his body by attempts to move himself,

experience differences in parts of his body -- hair, arms, legs, trunk,

react to varying degree of movement introduced through tambourines, shakers, bells,

react to a variety of sounds from tambourines, shakers bells,

react to a teacher's invasion of his personal space when the teacher sits immediately beside him,

reach for desirable objects placed within his range of motion,

propel himself to reach for desirable objects placed beyond his range of motion,

respond to noise by turning his head to the direction of the noise,

respond to hidden noise by moving himself to the direction of the noise,

manipulate his hands in finger paints,

manipulate finger paints within the boundaries of the paper on which it is placed,

respond to varying colors of finger paints,

manipulate crayons on paper,

manipulate crayons within the boundaries of his paper,

respond to varying colors of crayons,

manipulate a brush filled with tempera paint,

manipulate a brush filled with tempera paint within the boundaries of his paper,

respond to varying colors of tempera paint,

fill his brush with paint as needed to continue painting,

The student should:

walk in a straight line with his peers,

run in a straight line with his peers,

march in a straight line with his peers,

move in a straight line with his peers to the beat of music,

walk in a circle with his peers,

run in a circle with his peers,

march in a circle with his peers,

move in a circle with his peers to the beat of music,

gallop in a straight line,

gallop in a circle with his peers,

recognize his body parts,

imitate his teacher's movement of body parts,

jump with both feet,

roll a ball intentionally,

stop a rolling ball intentionally,

throw a ball intentionally,

bounce and catch a ball,

bounce a ball with both hands,

catch different sized balls,

walk up and down stairs,

walk up and down stairs using alternate feet,

walk appropriately in a group,

kick a stationary ball,

kick a rolling ball,

hold and kick a ball,

The student should:

be able to bowl a ball,

be able to hit a near target with a ball,

be able to hit a far target with a ball,

be able to hit a moving target with a ball,

be able to hop on his dominant leg,

be able to step-hop,

be able to skip,

be able to jump over a rope flat on the floor,

be able to jump over a rope held three inches off the floor,

be able to jump over a rope held six inches off the floor,

be able to jump over a rope held nine inches off the floor,

be able to jump over a rope held twelve inches off the floor,

be able to roll a ball to a peer,

be able to throw a ball into the air so that a peer can catch it,

be able to throw a ball to a peer,

be able to chase another student and tag him,

take turns in a group game,

be able to throw a beanbag to another student,

be able to follow a simple directive,

be able to follow a simple directive after a short lapse of time,

be able to follow more than one directive,

listen attentively when appropriate,

be able to move his body in response to rhythm,

be able to shift his body tempo when the music tempo changes.

MOTOR FOR THE CEREBRAL PALSIED

The student should be able to:

take a slow, deep breath,

take a slow, deep breath and hold it,

move his arm while holding his breath as though it were floating,

return his arm to its original position while exhaling,

raise his arm slowly during a series of inhalations and breath holding,

return his arm to its original position during a series of inhalations and breath holding,

repeat the above series with the other arm,

use the procedure to gain control of his legs,

use the procedure to gain control of his head,

use the procedure to gain control of his tongue,

use the procedure to diminish involuntary spastic movements,

use the procedure to feed himself, paint, and participate in other manipulative skills.

STAGES OF WALKING

The student should be able to:

balance on his dominant foot,

balance on his non-dominant foot,

step from one block to another,

step from one block to another with alternating feet,

step on alternating sides of a straight line with alternating feet,

step down a straight line by placing the forward heel against the back toe and alternating,

walk a curved line,

walk a coiled line into the center and out again,

walk the perimeters of geometric figures-triangles, squares, etc.,

step on a stepping stone,

walk on a walking board,

walk the above series in a backward direction.

BEHAVIOR MODIFICATION

The student should:

repeat behavior rewarded by candy,

discontinue behavior ignored by the teacher,

repeat desirable behavior rewarded by praise and recognition,

repeat increasingly complex behavior that is rewarded with candy,

repeat increasingly complex behavior rewarded by praise and recognition,

internalize desirable rewarded behavior so that he repeats it through habit.

OCULAR MOTOR

The student should be able to:

follow a slowly moving object with his eyes at eighteen inches,

follow a moderately moving object with his eyes at eighteen inches,

pick up with his eyes and follow a swiftly moving object at eighteen inches,

follow a slowly moving object with his eyes at eighteen feet,

follow a moderately moving object with his eyes at eighteen feet,

pick up with his eyes and follow a swiftly moving object at eighteen feet,

follow a slowly moving object coming toward him and returning to its original distance with his eyes,

follow a moderately moving object coming toward him and returning to its original distance with his eyes,

follow a swiftly moving object with his eyes coming toward him and returning to its original distance,

shift his gaze from a slowly moving object at eighteen inches to a slowly moving brighter object at eighteen feet,

shift his gaze from a slowly moving object at eighteen feet to a slowly moving object at eighteen inches,

trace a straight line with a crayon if beginning and end of the line are marked with a dot,

trace a bent line with a crayon if beginning, middle and end of the line are marked with dots,

trace a curved line with a crayon if beginning and end of the line are marked with a dot,

trace a line and cross it with another line with a crayon if beginning and end of each line are marked with dots.

RHYTHM THERAPY

The student should:

be stimulated by the presence of music,

be relaxed by the presence of music,

manipulate rhythm instruments to make sounds,

manipulate rhythm instruments to make sounds in patterns,

be able to participate in making rhythm sounds for increasing periods of time,

tap a table with two fingers following verbal directions and in time with the music,

slap a table with two hands following verbal directions and in time with the music,

be able to march with the music,

be able to stop marching when the music stops,

be able to stop marching when the music stops, turn around, and resume marching when the music resumes,

be able to clap his hands with the music,

be able to clap his hands to the hands of a partner with the music,

be able to clap his hands together, clap the hands of a partner, repeat the pattern with the music,

be able to swing his arms with the music,

be able to swing his arms with the arms of a partner on either side with the music,

be able to face a partner, join hands, step in and back with the music,

be able to step in and back, drop hands and clap, join hands and repeat with the music,

be able to strike rhythm sticks on the table, one in each hand,

be able to strike rhythm sticks on the table, alternating hands, varying tempo, with the music,

The student should:

be able to repeat simple rhythm words immediately following their presentation by the teacher and to the music,

be able to repeat high and low rhythm sounds immediately following presentation by the teacher and to the music,

be able to repeat rhythm sounds, clapping in patterns immediately following presentation by the teacher and with the music,

be able to move, stop, repeat sounds, repeat clapping, turn around, begin to move, and do other pattern series following presentation by the teacher and with the music,

be able to strike a drum with the music,

be able to stop striking the drum when the music stops,

be able to strike the drum a specified number of times and stop while the music continues,

be able to repeat patterns of striking the drum, stopping, re-starting following presentation by the teacher and with the music,

be able to repeat song games with the music,

be able to repeat body movements to accompnay song games,

be able to recognize the proper song and movements upon hearing the music,

request desired songs.

SWIMMING

The student should be able to:

get on and off the bus himself,

conduct himself appropriately on the bus,

attend environmental stimuli in and outside the bus during the ride,

walk appropriately into the Y and locker room,

undress,

put his clothes into designated locker,

put on his swim suit,

take pre-swim shower with teacher regulating water temperature,

follow directions for assembling, entering and leaving pool,

remove swim suit and dress adequately,

wring suit and wrap it in towel,

dress himself,

assume responsibility for suit and towel to and from session,

move safely through wet hall,

sit on edge and kicks,

get in water,

splash water,

walk across pool with help,

walk across pool without help,

jump or bounce across pool with help,

jump or bounce across pool without help,

submerge face by bending over,

submerge face by squatting down,

The student should:

open eyes under water,

prone float with support at elbows, face up,

prone float with support at elbows, face down,

prone float with support at hands, face up,

prone float with support at hands, face down,

prone float with kickboard,

independent prone float for 30 seconds,

supine float with two hands supporting,

supine float with one hand supporting,

independent supine float for 30 seconds,

dog paddle across one lane,

dog paddle across three lanes,

dog paddle across pool,

prone glide three lanes,

kick holding on to side of pool,

kick using floating device,

kick across one lane using floating device,

kick across three lanes using floating device,

kick across pool using floating device,

prone glide with kick across three lanes,

use arms to propel himself,

swim crawl stroke across three lanes, head down,

exhale under water,

exhale under water, raise head, inhale,

The student should:

with feet on bottom, exhale under water, raise head, inhale, ten times,

exhale while swimming,

exhale, turn head, inhale, return head down while swimming,

crawl stroke, breathing as in 31 when needed, across pool,

crawl stroke breathing rhythmically at least every second repetition across pool,

scull on back across three lanes,

scull on back across pool,

surface dive by jumping off bottom,

surface dive from prone float,

jump with help from deck into waist/chest deep water,

jellyfish float,

survival float for ten consecutive breaths in chest deep water,

appear happy in water,

dog paddle from deep end to standing depth,

on back scull from deep end to standing depth,

jump in deep end, swim length of pool.

Use any standard swimming series for students who advance past these objectives.

SWIMMING FOR THE MULTIPLY INVOLVED PHYSICALLY HANDICAPPED

The student should be able to:

attend environmental stimuli in and outside the bus during the ride,

react positively when put into the water,

splash the water,

permit his body to be put in back floating position supported by teacher's arm,

permit his body to be put in back floating position supported by one arm of teacher,

permit his body to be put in front floating position supported by teacher's arms,

permit his body to be put in front floating position supported by one arm of teacher,

accept having his legs submerged in water,

accept having his legs and trunk submerged in water,

accept having his legs, trunk, arms and shoulders submerged in water,

accept having his entire body except face submerged in water,

accept having his entire body including face submerged in water,

support his body on one kickboard with teacher holding him on the board,

support his body on one kickboard with teacher holding board,

support his body on one kickboard independently,

support his body on two kickboards, one under each arm, with teacher holding him and the board,

support his body on two kickboards, one under each arm, with teacher holding board,

support his body on two kickboards, one under each arm, independently,

The student should:

walk in pool on feet or knees holding on side,

walk in pool on feet or knees with teacher supporting back,

walk in pool on feet or knees with teacher holding elbows,

walk in pool on feet or knees with teacher holding hands,

walk in pool on feet or knees independently,

assist minimally while getting in pool,

assist while getting in pool,

assist to maximum while getting in pool,

assist minimally while getting out of pool,

assist while getting out of pool,

assist to maximum while getting out of pool,

get into pool independently from deck,

get out of pool independently to deck,

assist while being undressed,

assist while being dressed,

relax body minimally while in water,

relax body while in water,

relax body completely while in water,

communicate anticipation of going swimming,

laugh, smile or otherwise exhibit evidence of pleasure while in water,

communicate memory of swimming experience after return to school.

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